



EES *for
Schools*



Primary Assessment and Target Tracker

Information for Parents and Guardians

What's new?

- The Government have said they would like all schools to develop their own systems to assess the learning of their children against national expectations.
- Schools should be able to tell you where your child is working in relation to the expectation for their age and what your child needs to learn next to make progress.
- The school your child attends has chosen to use Target Tracker to help them record, analyse and report where children are in their learning.

- Using the content of the curriculum the teacher carries out a range of assessment activities within the class. This is known as ‘formative assessment’, it helps the teacher know what the child can do well and what they need to practise.
- The teacher marks this against statements, also known as learning objectives, for your child saying if they are ‘working towards’, ‘secure’ or ‘mastered’.
- This informs the less frequent ‘summative assessment’ from which an indication of your child’s attainment in relation to the expectation for their age can be seen.

- ‘Working towards’ is used when children are first experiencing a skill or concept. They might not be very confident and need support to apply it.
- ‘Achieved’ is used when children are confident and are able to apply the skill or concept on their own in similar activities.
- ‘Mastered’ is used when children have a really good understanding of a skill or concept. They can remember it even weeks after it was last taught and are able to use it in different subjects and situations.

Having carried out this ‘formative assessment’ the teacher can easily see any gaps in learning your child may have.

Pupil Summary Report Chante Harvey

Mathematics:

Number - Addition and Subtraction

Band 5
I can add and subtract numbers with more than 4 digits using written methods
I can add and subtract 2 and 3 digit numbers in my head
I can use rounding to check answers to calculations and determine levels of accuracy
I can solve addition and subtraction problems needing more than one step and can work out which operation and method is the most suitable

Not Begun	Working Towards	Achieved	Mastered
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Summative assessment

Each year group uses the National Curriculum to guide them as to what a child should be able to do by the end of each year.

Schools make a judgement about whether a child is working at age expectation.

‘Below’ means that the child is not working at the expected standard for their age and needs some support to achieve this.

‘Working within’ means that the child is working at the expected standard for their age.

‘Above’ means that the child is working at a standard higher than would usually be expected for their age.

Subject	Effort	Below	Expected Age Attainment Range		Above
			Within	Upper within	
Reading			●		
Writing			●		
Mathematics					●
Science			●		

Key:

● Current attainment

E: Excellent

G: Good

S: Satisfactory

NI: Needs improvement

What will the assessments look like?

- If the teacher is using the software to record your child's progress against the statements, they will be able to give you precise information about what your child can do as well as what they have identified as their next areas of learning.
- They may discuss this with you in a parent consultation and could also produce a report that shows this.



Pupil Summary Report
Alejandra Snow

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Year 6 Autu

**Reading:
Word Reading**

Band 5	Band 6
I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list	I can read aloud and understand the meaning of the words on the Year 5/6 list

**Reading:
Comprehension**

Band 5	Band 6
I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research
I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions	I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions
I can write or give a detailed book review including reasons why I would recommend the book	I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing
I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts	I can discuss and compare themes, structures, issues, characters and plots within a book and between different books
I can discuss and compare events, issues and characters within a book	I can read, understand and learn from a wide range of poetry and can learn longer poems by heart
I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear	I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views
I can understand what I am reading by checking the book makes sense and finding the meaning of new words	I can understand how language, structure and presentation contribute to meaning of a text